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ABSTRACT

This list of competencies was designed to guide the preparation of teachers of students with learning disabilities. It is based upon a conceptual model known as "the cube" which is divided into 10 broad areas: (1) nature and needs of students with learning disabilities; (2) academic support areas: study skills, consumer skills, and career/vocational skills; (3) curriculum for support areas and modification of school core curriculum; (4) assessment methods, use, and interpretation; (5) classroom assessment, management, and motivation; (6) collaboration and consultation skills; (7) specialized instructional strategies, technologies, and materials; (8) historical and legal aspects; (9) nontraditional practices and procedures; and (10) clinical and field experiences. These 10 areas provide the structure for a list of 209 specific competencies, to be applied within and across the 10 competency areas in different ways, depending upon the specific circumstances of age, severity level, and type of service delivery. (Contains approximately 70 references.) (JDD)

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The DLD Competencies for Teachers of Students with Learning Disabilities

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The DLD Competencies for Teachers of Students with Learning Disabilities

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Thanks to the Executive Board of the Division for Learning Disabilities and to DLD professionals internationally for their careful consideration of the competency list.

Special thanks to the following members of the DLD Standards and Ethics Committee who dedicated time and attention to the development of the competencies in their service between 1988 and 1992:

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TO THE READER:

The DLD Competencies for Teachers of Students with Learning Disabilities represents an important milestone in our progress toward quality education. The competencies clearly reflect the increased knowledge and skill that are now essential to serving the highly individual needs of students with learning disabilities. The breadth and depth of competence required to provide services across the many ages, severity levels, program models, and professional roles is also recognized. In these ways, the competencies offer a valuable resource for improving teacher preparation, guiding professional development, setting standards and fostering personal growth.

The competencies also reflect the dedication of the members of DLD's Standards and Ethics Committee, the attention of hundreds of professionals who actively participated in the validation process, as well as the continuing commitment of DLD's Executive Board and membership. On behalf of the DLD Executive Board, I thank those who participated and commend all who have the vision and courage to utilize these competencies to improve educational services to one of our nation's priceless resources – students with learning disabilities.

Jean Lokerson, President
Division for Learning Disabilities
Council for Exceptional Children
April 1992

Development and Organization of the Competencies

Over the past five years, the Division for Learning Disabilities of the Council for Exceptional Children has developed a list of competencies designed to guide the preparation of teachers of students with learning disabilities. In 1987, DLD's Standards and Ethics Committee agreed upon a conceptual model, known as "the cube," which became the basis for an extensive list of competencies generated over the next four years. During 1991,nationwide mailings to teachers, administrators, and teacher trainers in the field of learning disabilities resulted in a revised and validated competency list. A detailed account of the development of the conceptual cube as well as the validation process can be found in *Learning Disabilities Research and Practice* (Graves, Landers, Lokerson, Luchow, & Horvath, in press).

The cube (see Figure 1) is divided into ten broad areas, each of which is important in the preparation of teachers of students with learning disabilities. These ten areas provide the structure for the list of 209 specific competencies, linking them to the conceptual cube.

In developing the cube, the ten areas and the detailed listing, DLD's committee decided to include both knowledge-related competencies (e.g., history, theory, law) and skills-related competencies (e.g., interacting, observing, modeling). The inclusion of these two dimensions reflects the committee's belief that success in teaching students with learning disabilities requires knowledge of theory, research and practice, as well as practical, clinical and classroom skills.

Although the 209 competencies are numbered, they are not intended to be hierarchical, nor are they listed in order of importance. Instead, this listing is meant to be applied within and across the ten competency areas in different ways, depending upon the specific circumstances of age, severity level, type of service delivery. For example, the knowledge and skills needed to teach a preschooler with learning disabilities will differ substantially from those needed to teach an adolescent,

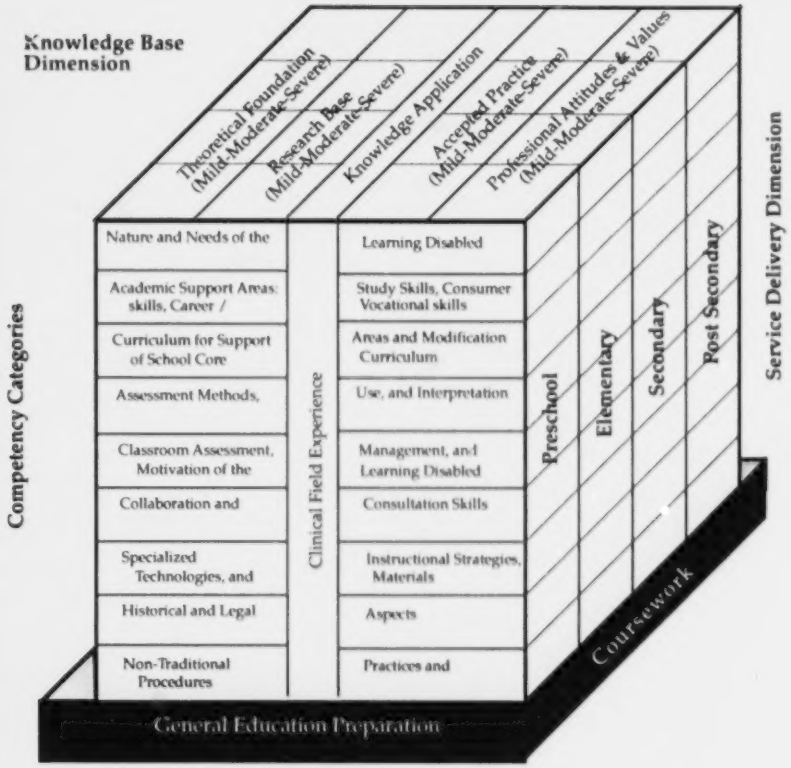

Figure 1
Conceptual model of Competencies for Teachers of Students with Learning Disabilities

even though both students may have similar language-based problems. Or, the competencies required to teach a child with mild learning disabilities may be quite different from those for a child with severe learning disabilities, even when both students are the same age.

Another word of caution relates to the detailed, highly specific nature of many competencies in the list. These competencies are not meant to be viewed as discrete and separate skills. Rather, they should be considered in the context of teaching as a holistic, integrated process. Although all the competencies are presumed to be essential for teachers of students with learning disabilities, the list should not be used to determine the organization of college courses or the depth of study for a given program. In the same way that teachers must provide instruction based on individual student needs, teacher educators must design programs that respond to local needs and make optimal use of local resources. It is hoped that DLD's competency list will provide guidance in that process.

This document, *The DLD Competencies for Teachers of Students with Learning Disabilities*, is related to a generic special education competency list recently completed by CEC's Professional Standards and Practices Committee. As a member of both the DLD and the CEC committees, Landers (Graves, Landers, Lokerson, Luchow, & Horvath, in press) shared the DLD conceptual cube and competencies with the CEC committee during the preliminary stages of CEC's work. As a result, the CEC list reflects DLD's conceptualization and competencies, along with similar materials from other divisions. However, the two lists differ substantially and are meant for somewhat different purposes. The DLD competencies focus on specific knowledge/skills essential to success in teaching students with learning disabilities, while CEC's list is intended to apply more generally to any entry level special education teacher.

Application of the Competencies

DLD's competency list can be a useful guide for learning disabilities professionals. It is intended to improve the preparation of teachers of students with learning disabilities — to promote quality teaching. The list can be used to develop and refine teacher training and other personnel development programs in higher education. Similarly, the list can be used to facilitate professional development activities within state and local education agencies. The detailed competency listing can also provide direction for national, state and local processes of credentialing, licensure and program review.

In addition, the competency list can be directly valuable to teachers. The ten areas provide an overview of the diversity of needed skills and knowledge, while the competencies themselves describe the specific proficiencies required for successful teaching of students with learning disabilities. Teachers can apply the competencies in their own professional self-assessment and self-reflection as well as in their selection of professional reading. The list can also be used to select in-service workshops, choose college courses, and plan activities within mentorships and informal learning groups. Thus, the DLD listing can provide direction to a wide variety of professional activities designed to serve students with learning disabilities more effectively.

* * *

The Division for Learning Disabilities of the Council for Exceptional Children is pleased to offer you this competency listing, which includes a graphic conceptualization and 209 specific competencies organized into ten areas. We hope that this contribution will be a catalyst for the continued improvement of services to students with learning disabilities.

Overview of the Ten Competency Areas for Teachers of Students with Learning Disabilities

I. Nature and Needs of Students with Learning Disabilities

These competencies focus on the identification of students with learning disabilities, the characteristics that define them, and the development of personal perspectives from which to teach them. Since many dimensions are important to the identification process, these competencies reflect social, emotional, psychological and medical characteristics. They also emphasize knowledge of relevant research and of current definitions and identification procedures involved in providing a continuum of services.

II. Academic Support Areas: Study Skills, Consumer Skills and Career/Vocational Skills

These competencies concentrate on the development of students' self-reliance and on establishing meaningful purposes for academic learning. Independent life skills are highlighted as distinct from academic subjects. This section also lists knowledge and skills important for helping students gain access to academic content areas and recognize the usefulness of academic learning within daily life.

III. Curriculum for Support Areas and Modification of School Core Curriculum

In this section, the competencies relate to curriculum development and design as applied to social and vocational skills considered important for all students with learning disabilities. Focus is on the decision-making skills needed to determine priorities and select key concepts from the general school curriculum. Competence in the modification and adaptation of the curriculum is needed to promote the participation and success of students whose learning disabilities range from mild to severe.

IV. Assessment Methods, Use and Interpretation

These competencies address the variety of assessment instruments: standardized, criterion-referenced, curriculum-based, and teacher-made. Also listed are those skills necessary to administer assessments, to interpret results, and to use

assessment data in IEP development, instructional planning, and program decision-making. The limitations of assessment tools are also an important focus, especially as related to test bias, cultural and linguistic concerns, and student achievement.

V. Classroom Assessment, Management and Motivation
Competencies in this section emphasize the skills needed for classroom management, motivation, and assessment, many of which are also required of general classroom teachers. In addition, there are extensions of these basic skills that are required of teachers of students with learning disabilities. These include explicit teaching of social skills, adaptive behavior, attention focusing, and calculated risk-taking, as well as techniques for enhancing students' self-concept. It is essential that clinical or field-based experiences develop teachers' competence in applying these skills within teaching situations.

VI. Collaboration and Consultation Skills
This group of competencies relates to the interdisciplinary nature of teaching students with learning disabilities. The competencies emphasize serving as a member of a professional team, interviewing and consulting with teachers and parents, and providing leadership in instruction and instructional adaptation. In order to fulfill these varied roles, teachers need both sufficient knowledge and the skills to communicate effectively.

VII. Specialized Instructional Strategies, Technologies, and Materials
While some of the competencies in this section may also be relevant to general education, they are critical to the teaching of students with learning disabilities. Included here are alternate approaches to teaching atypical learners that go beyond "good practices" in the teaching of reading, oral and written language, mathematics, social studies, science and study skills. Underlying these competencies is the assumption that teachers of students with learning disabilities continually evaluate student progress as they select and adapt methods and materials across subject areas.

VIII. Historical and Legal Aspects
These competencies focus on the historical evolution of the field of learning disabilities, including current philosophies,

ethical practices, and future trends. Knowledge of the legal underpinnings of special education at local, state, and national levels is important in professional decision-making. Knowledge of past practices, as well as knowledge of emerging trends can empower teachers, increasing their awareness of their individual contributions.

IX. Non-Traditional Practices and Procedures

Teachers need to be aware of practices and procedures that have limited documentation (e.g., vitamin therapy, use of colored lenses), but may become popular because of apparent success with some students. Thoughtfulness and critical evaluation of theories and practices is important, because popularity does not mean that a practice is valuable or effective.

X. Clinical and Field Experiences

Competencies in this last section relate to the importance of a variety of supervised field experiences, including observations, student teaching, and field research. Research supports the value of such experiences throughout the training of prospective teachers. In addition, field experiences should span a broad continuum of ages, grades, and severity levels, and be supervised by practicing professionals.

The DLD Competencies for Teachers of Students with Learning Disabilities

I. Nature and Needs of Students with Learning Disabilities

IDENTIFICATION

Teachers of students with learning disabilities will demonstrate:

1 – understanding of the various definitions of the term "Learning Disabilities" and of the prevalence of learning disabilities in the school age population.

2 – understanding of their State's placement procedures and PL 94-142, now IDEA.

3 – understanding of the similarities and differences between the concept "normal," and the concept, "learning disabilities".

4 – understanding of the problems inherent in definition and identification procedures of students with learning disabilties.

5 – knowledge of the various etiologies of learning disabilities.

6 – understanding of the levels of severity as related to learning disabilities.

7 – understanding of the medical aspects of learning disabilities (e.g., medication, nutrition, genetic relationships).

CHARACTERISTICS

Teachers of students with learning disabilities will demonstrate:

8 – understanding of the psychological characteristics of students with learning disabilities (e.g., intelligence, perceptual, memory, thinking skills, language development).

9 – understanding of the relationship between learning disabilities and other associated anomalies (e.g., Attention Deficit, Hyperactivity Disorder, Dyslexia).

10 – knowledge of the social/emotional aspects of learning disabilities (e.g., social imperceptiveness, juvenile delinquency, learned helplessness).

TEACHING PHILOSOPHY/PERSPECTIVE

Teachers of students with learning disabilities will demonstrate:

11 – a personal philosophy of special education.

12 – a personal philosophy of the learning disabilities teacher's

responsibility to non-identified students who function similarly to individuals with learning disabilities (e.g., at-risk).

They will demonstrate:

13 –understanding of the effect a learning disability can have on an individual's entire life.

14 –familiarity with the major publications and journals in the field of learning disabilities.

15 –understanding of the effect of learning disabilities on a family and the effect of family on learning disabilities.

II. Academic Support Areas: Study Skills, Consumer Skills and Career/ Vocational Skills

STUDY SKILLS

Teachers of students with learning disabilities will demonstrate:

16 –knowledge of study skills that apply to listening, reading, writing and reporting.

17 –understanding of the appropriateness of various study skills for different academic areas (e.g., math, science, literature.)

18 –knowledge of study skills appropriate to enhancing thinking processes and vocabulary development.

19 –knowledge of the steps necessary to teach skills and strategies to students who differ in degree and kind of learning disability.

20 –knowledge of various test-taking strategies.

CAREER/VOCATIONAL CONSUMER SKILLS

Teachers of students with learning disabilities will demonstrate:

21 –understanding of the unique attitudes, interests and values which affect career/vocational decisions.

22 –understanding of the relationship between career/vocational choices and differing abilities and limitations.

23 –knowledge of local, state and national agencies/organizations that provide career/vocational support training.

24 –knowledge of "applied academics" to the individual as a "consumer."

25 –knowledge of "employability" skills necessary to function as a "worker."

26 –knowledge of local work training/career training programs and how to access them.

27 –knowledge of the current career/vocational research.

28 –knowledge of life skills instruction relevant to independent, day-to-day living (e.g., personal finance, health and fitness, and leisure activities).

III. Curriculum for Support Areas and Modification of School Core Curriculum

SOCIAL SKILLS CURRICULA

Teachers of students with learning disabilities will demonstrate:

29 –knowledge of theories of social skill development.

30 –knowledge of social skills curricula.

31 –knowledge of components of social skills training.

32 –skill in integrating social skills curricula.

33 –understanding of the relationship between social skill development and career/vocational skill development.

34 –skill in adapting social skills curricula to meet needs of individual students.

35 –knowledge of key social skills needed to succeed in mainstream settings (e.g., recognize instances in which specific social skills are appropriate).

36 –skill in teaching generalization of social skills.

37 –knowledge of cultural diversity and its impact on social skills.

38 –skill in evaluating effectiveness of social skills training.

39 –skill in modifying social skills training based on evaluatic outcomes.

40 –skill in evaluating social competence of students and planning appropriate interventions based on evaluation outcomes.

41 –knowledge of the impact of social skill deficits on the life success of students.

42 –knowledge of the current research in social skill development.

CAREER/VOCATIONAL CURRICULA

Teachers of students with learning disabilities should demonstrate:

43 –skill in integrating career/vocational skills in daily curriculum.

44 –skill in identifying resources for teaching career/vocational skills.

45 –skill in making academic content relate to the student's current job responsibilities as a learner and to future work-related responsibilities.

46 –skill in relating academic content to career/vocational skills.

47 –skill in integrating career, vocational instruction and social skills instruction in order to assure job success.

CURRICULUM MODIFICATION/ADAPTATION

Teachers of students with learning disabilities will demonstrate:

48 –knowledge of K-12 regular class curriculum.

49 –knowledge of alternative curriculum models (e.g., parallel, ALEM) and their appropriateness for various students.

50 –skill in implementing and adapting general education core curricula to the needs of students with learning disabilities.

51 –skill in sequencing individual student learning objectives.

52 –skill in selecting, modifying and evaluating instructional materials and techniques to meet the specific needs of individual students.

53 –skill in developing supplementary curriculum materials to meet individual needs.

54 –knowledge of curriculum theories and their impact on curriculum planning and implementation.

55 –knowledge of environmental factors that impact on instruction and modifications that may positively impact learning.

56 –knowledge of technology and its impact on instruction.

57 –skill in incorporating/integrating technology into instruction.

58 –knowledge of curriculum and instructional approaches that foster transition to adult life.

59 –skill in using task analysis to identify strengths and weaknesses and plan instruction.

60 –knowledge of content area interrelatedness and the ability to teach generalization skills.

61 –skill in planning for continuous evaluation of student outcomes, of curriculum and of instructional effectiveness (e.g., daily, annual IEP).

62 –skill in adapting/modifying instruction/curriculum based on

evaluation outcomes.

63 -skill in consulting with regular educators on adaptation and/or modification of curricular materials to serve students in the mainstream.

64 -knowledge of the current research in alternative curriculum development.

IV. Assessment Methods, Use and Interpretation

Teachers of students with learning disabilities will demonstrate:

65 -knowledge of a variety of assessment instruments.

66 -skill in interpreting and using assessment data for instructional planning.

67 -knowledge of assessment related to multicultural and linguistic issues.

68 -knowledge of test construction (e.g., statistical and normative properties, theoretical foundation).

69 -knowledge of standardized test terminology and scores (e.g., reliability, standard error of measurement, standard score, percentile rank, grade score).

70 -knowledge of appropriate application and interpretation of scores (e.g., grade score vs. standard score).

71 -understanding of the limitation of tests and "measurement" and the need for careful interpretation.

72 -knowledge of the limitation of results obtained from assessment (e.g., generalization, link to an instructional method).

73 -knowledge of content domain being assessed through various assessment strategies (e.g., formal, informal, and observational data).

74 -skill in administering and interpreting a variety of assessment tools.

75 -skill in linking the processes of diagnostic assessment, learning activity selection, and progress evaluation.

76 -skill in making changes in student programs based on systematic probes of student performance.

77 -skill in selecting /constructing/ administering norm-referenced and criterion-referenced assessment materials.

78 -skill in interpreting assessment results in a written report and as a part of a multidisciplinary team.

79 –understanding of the implications of specific disabilities (e.g., attention deficit, motoric) on assessment/evaluation procedures.

80 –knowledge of the lack of applied research delineating the relationship between tests, test findings, implications, and implementation.

81 –knowledge of the need for a theoretical framework within which to make assessment decisions.

82 –knowledge of resources for staying current about assessment instruments, procedures and issues.

83 –skill in utilizing assessment data for writing an IEP.

84 –understanding of the ethics of assessment.

85 –knowledge of current research in assessment.

V. Classroom Assessment, Management and Motivation

Teachers of students with disabilities will demonstrate:

86 –knowledge of basic classroom management theories, methods and techniques.

87 –understanding of the importance of the teacher serving as a model when interacting with students.

88 –understanding of the range of deviant classroom behaviors, including acting out, withdrawal, defensive, and disorganized behaviors.

89 –knowledge of strategies for crisis prevention/intervention.

90 –knowledge of personal stress management techniques for use in the classroom.

91 –skill in designing a learning environment that encourages active participation by learners in a variety of learning activities (e.g., cooperative learning, peer tutoring, etc.).

92 –skill in designing a learning environment that provides for feedback for peers and adults.

93 –skill in designing a daily schedule such that learners experience a sense of routine and consistent structure.

94 –understanding of how to foster a classroom atmosphere where students perceive themselves as free to admit not understanding.

95 –knowledge of strategies for providing students with learning disabilities opportunities for positive interaction with peers who do not have learning disabilities.

96 – knowledge of learning activities that provide students opportunity to take responsibility for their own decision-making process and to express their thinking.

97 – knowledge of the current research in student management and motivation.

VI. Collaboration and Consultation Skills

Teachers of students with learning disabilities will demonstrate:

98 – knowledge of the principles of sound conferencing for use with students, parents, professional, and paraprofessionals.

99 – understanding of the teacher's role as is relates to multidisciplinary, interdisciplinary, transdisciplinary, and cross-disciplinary functioning.

100 – understanding of support strategies and services for parents and students.

101 – knowledge of a variety of consultation techniques for use with parents, students, and others.

102 – knowledge of the teacher's role as a collaborator, as a consultant, and as a team member in various teaching roles as defined by the continuum of placement options.

103 – knowledge of strategies for working with classroom volunteers, aides and paraprofessionals, etc.

104 – understanding of the role of "consultant" and knowledge of techniques and methods for indirectly serving special needs students.

105 – understanding of the regular classroom setting and regular education curriculum and familiarity with techniques that can be used to incorporate consultative services into regular educational setting.

106 – skill in communication when dealing with students, teachers, parents, and administration.

107 – knowledge of the current research in consultation / collaboration.

108 – skill in staying current on educational issues that require collaborative and/or consultative functioning (e.g., Regular Education Initiative and the collaborative movement in special education).

VII. Specialized Instructional Strategies, Technologies, and Materials

LISTENING

Teachers of students with learning disabilities will demonstrate:

109 – knowledge of critical listening skills and their relationship to the development of critical thinking, reading comprehension and written language.

110 – skill in the modeling of good listening, especially by giving students full attention and eye contact when they speak.

111 –knowledge of strategies for teaching auditory skills (e.g., perception, memory, comprehension) and listening skills (e.g., prelistening, listening, postlistening).

112 – understanding the importance of speed of presentation and organization cues for teaching listening skills.

113 –knowledge of the current research in reading instruction.

ORAL LANGUAGE

Teachers of students with learning disabilities will demonstrate:

114 – knowledge of strategies for building oral language and background knowledge.

115 – knowledge of approaches for teaching variant language speakers (e.g., modeling, parallel talk).

116 – knowledge of language development.

117 – skill in planning language development activities based on both systematic assessment of a learning disabled student's language and comparison of that system to "normal" language developmental patterns.

118 – knowledge that language instruction should be predictable, consistent, and taught in various natural settings to encourage generalization and use of pragmatic language.

119 – understanding that language skills should be taught in connection with other curriculum content to encourage generalization.

120 – knowledge of the current research in oral language instruction.

121 – knowledge of K-12 reading curriculum.

122 – knowledge of developmental reading approaches (e.g., Look & Say of basal), Whole Language, and specialized published

methods (e.g., Merrill Linguistics, Distar, Reading Recovery, etc.).

123 – knowledge of the direct instruction model for teaching decoding.

124 – understanding of the appropriateness of the various reading methods (e.g., code emphasis, language experience, literature based).

125 – knowledge of the relationship between language development and reading readiness.

126 – knowledge of the instructional sequence and relationship of the component parts of various reading approaches/techniques.

127 – understanding of the relationship among reading purpose, reading rate and reading accuracy.

128 – knowledge of the component parts and sequence of reading comprehension instruction.

129 – understanding of the importance of the integration of reading with oral and written language.

130 – knowledge of cognitive learning strategies as applied in reading.

131 – understanding that the instructional experiences and reading history of the student should influence the design of instruction and goal-setting in reading.

132 – knowledge of a variety of metacognitive techniques for use in aiding reading comprehension.

133 – knowledge of the importance of schema development and background knowledge in reading comprehension.

134 – knowledge of current research in reading instruction.

WRITTEN LANGUAGE

Teachers of students with learning disabilities will demonstrate:

135 – knowledge of K-12 written language curriculum.

136 – knowledge of the relationship between nonstandard English speakers and written language instruction.

137 – knowledge of the instructional sequence and relationships of the component parts in the writing process.

138 – knowledge of the relationship among writing models, reinforcement, and constructive criticism in written language

instruction.

139 – knowledge of various written language learning strategies (e.g., PENS-sentence writing, COPS-editing, and TOWER-theme writing).

140 –understanding of the relationship between literature and creative writing.

141 – knowledge of instructional differences among creative writing, narrative writing, and expository writing.

142 – knowledge of the current research in written language instruction.

SPELLING

Teachers of students with learning disabilities will demonstrate:

143 – knowledge of K-12 spelling curriculum.

144 – knowledge of the developmental sequence and relationship of the component parts of language as they relate to spelling.

145 – knowledge of various instructional models for the teaching of spelling.

146 – understanding of the application of the various spelling approaches (e.g., rule based, test-study-test, multisensory, visual memory, etc.).

147 – knowledge of the metacognitive awareness which is necessary for students in the prediction and detection of spelling errors.

148 – understanding of the importance of teaching and reinforcing spelling throughout the total language arts curriculum.

149 – knowledge of technology resources for spelling instruction.

150 – knowledge of the current research in spelling instruction.

HANDWRITING

Teachers of students with learning disabilities will demonstrate:

151 – knowledge of K-12 handwriting curriculum.

152 – knowledge and use of technological resources for handwriting.

153 – knowledge of various instructional models for the teaching of handwriting.

154 – understanding of the appropriateness of the various handwriting methods (e.g., modified scripts, modeling, multisensory, etc.).

155 – knowledge of decision criteria for use of manuscript vs. cursive.

156 – knowledge of the current research in handwriting instruction.

CONTENT AREAS

Teachers of students with learning disabilities will demonstrate:

157 – knowledge of K-12 curriculum in content areas.

158 – knowledge of the importance of student behavior in the mainstream (e.g., attention, appropriate social behavior, organizational and mnemonic strategies, study and report writing skills).

159 – knowledge of cognitive/metacognitive learning strategies for use in content areas.

160 – understanding of how to determine through data the appropriateness of the various learning strategies.

161 – knowledge of the current research in learning strategies instruction.

MATH

Teacher of students with learning disabilities will demonstrate:

162 – knowledge of K-12 curriculum.

163 – knowledge of a variety of instructional techniques and activities in math.

164 – understanding of the appropriateness of the various math methods for students who show continuous patterns of error.

165 – knowledge of math readiness for math learning.

166 – knowledge of the developmental sequence and relationship of component parts of mathematics as they relate to instruction (e.g., matching, recognizing groups of objects, counting, naming a number in sequence, writing numerals, measuring and pairing, sequential values, relationships of parts to whole and parts to each other, operations, and the decimal system).

167 – understanding of the importance of involving the student in setting instructional goals and charting progress.

168 – understanding the use of instructional aids and of encouraging students to voice understanding of math concepts.

169 – knowledge of the importance of practice, immediate feedback and review in math instruction.

170 – understanding of progressing from concrete to semi-concrete or representational to abstract.

171 – understanding of providing a balanced math program (e.g., concept development, computation skills and problem solving).

172 – knowledge of strategies that promote generalization and use of math functionally.

173 – knowledge of the current research in mathematics instruction.

VIII. Historical and Legal Aspects

Teachers of students with learning disabilities will demonstrate:

174 – knowledge of the evolution of the term, "Learning Disabilities," as it relates to medicine, psychology, behavior and education.

175 – knowledge of the current philosophies guiding the field of learning disabilities.

176 – knowledge of ethical practices for professionals in the field of learning disabilities.

177 – knowledge of the future trends in learning disabilities as they are discussed in the literature.

178 – knowledge of the theory underlying the psychological process approach.

179 – knowledge of the behavioral influence on the field of learning disabilities.

180 – knowledge of the theory underlying the combined task-process approach.

181 – knowledge of the theoretical underpinnings of attention training.

182 – knowledge of the legal aspects of learning disabilities as defined in the Constitution of the USA.

183 – knowledge of the sequence and meaning of major legislation that affected the handicapped in general and individuals with learning disabilities in particular.

184 – knowledge of the Federal Government's influence on practice (e.g., 1976 formula, regulations, administrative policies).

185 – knowledge of the contributions of learning disabilities advocacy organizations (e.g., CEC/DLD, LDA, CLD, NJCLD).

186 – knowledge of state and local practices.

187 – knowledge of the legal rights and responsibilities of parents, students, teachers and schools as they relate to students with learning disabilities.

188 – knowledge of the economic issues related to serving students with learning disabilities.

IX. Non-Traditional Practices and Procedures

Teachers of students with learning disabilities will demonstrate:

189 – knowledge of theories and practices related to learning disabilities that have yet to be empirically substantiated (e.g., Neurological organization, Diet therapy, Orthomolecular theory, brain mapping, etc.).

190 – skill in evaluating new theories related to learning disabilities as they appear.

191 – knowledge of current research in the area of non-traditional practices and procedures.

X. Clinical and Field Experiences

Teachers of students with learning disabilities will demonstrate:

192 –skill in interacting with students, demonstrating highest respect for their person.

193 – skill in providing individualized and group instruction within an accepting and caring environment.

194 – skill in scheduling, lesson planning, and classroom organization.

195 – skill in administering and interpreting psychoeducational tests (both standardized and curriculum-based).

196 – skill with observational procedures, appropriate measurement techniques, and quality data collection procedures.

197 – skill in writing instructional objectives that are measurable and observable.

198 –skill in developing IEPs working in consultation with team members.

199 – skill in providing instruction in academic, social, communication, and career/vocational skills.

200 –skill in evaluating the effectiveness of instruction and making appropriate revisions.

201 – skill in utilizing meaningful learner-centered experiences which require active learner involvement.

202 –skill in utilizing alternative teaching strategies and reinforcement systems with appropriate individuals.

203 – skill in performing task analysis in both academic and social areas.

204 –skill in structuring and managing daily classroom routines, including transition time.

205 – skill in providing verbal and written feedback to students, indicating appropriateness of response and educational achievement.

206 – skill in consulting and communicating with students, parents and colleagues.

207 – skill in identifying causes of classroom behavior problems and employing appropriate correction techniques.

208 – skill in promoting student self-awareness, self-control, self-reliance and self-esteem.

209 – enthusiasm for the teaching/learning process and the content being taught.

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